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Bilingual manual on the use and usage of the prepositions in, at, on through semantic categories

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**BILINGUAL MANUAL ON THE USE AND USAGE
OF THE PREPOSITIONS IN, AT, ON
THROUGH SEMANTIC CATEGORIES**

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DEPARTMENT OF MODERN LANGUAGES
SANTAFÉ DE BOGOTÁ, D.C.**

1997

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**DEYANIRA GARCÍA GÓMEZ
CARLOS JULIO BRICEÑO**

This work has been developed as a requirement for
obtaining the title of Licenciates in Educational Sciences
with emphasis in Modern Languages

Director
PROFESSOR JOSE A. CÁRDENAS

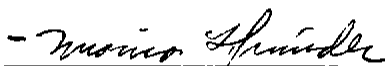
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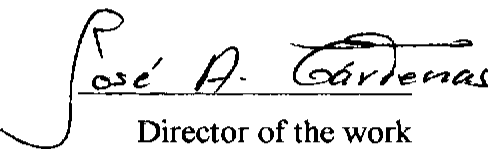
1997

ACCEPTANCE PAGE

President of Jury


Juror


Juror


Director of the work

Santafé de Bogotá, _____

To the Lord,
to our parents,
to our relatives,
and to our beloved
Juan David

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INTRODUCTION

In English, prepositions are an important class of function words. By 'function word' we mean one that has little meaning in the dictionary sense, but whose main purpose in the language is to relate other words to each other and to form grammatical structures. The function of prepositions in English is to connect nouns (and noun-like constructions) to other parts of the sentence. They do, of course, have some inherent meaning but we shall see that we cannot always depend on logic or meaning to tell us which preposition must be used in which expression. For instance, we live 'at' an address, 'in' a house, 'on' a street, and 'in' a city. It is impossible to speak or understand English well without a good knowledge of the use, usage and meaning of prepositions, and this knowledge cannot be acquired from the dictionary ; it must be gained in practice and experience.

Most prepositions are short words, and they are almost always spoken with weak stress in the sentence. Nevertheless, this little words carry important elements of meaning. They express such ideas as location, destination, direction of motion, time, manner, agent and many others.

There are about fifty words in English that function as prepositions. Some of the most common are : in, at, on, of, by, to, from and with. There are also many two- and three-word prepositions, such as 'out of', 'in front of', 'on top of', and the like.

This Manual intends to be of use for students of English because it deals with the nature, use, usage, and hints of interference of the prepositions in, at, on. The interference dealt with here is that of Spanish 'en'. More rigorous research will be needed in order to clarify points and levels of interference regarding the use and usage of prepositions.

In order to study most of the possible uses of the prepositions in, at, on, we have classified them into semantic categories such as : Place and Direction (Position) ; Time and Date ; Travel and Movement (Arrival, Home, Transport). We have also identified Phrasal Verbs using these three prepositions, and we have found out what exact preposition to use after Specific Verbs. Besides, we have analyzed the right prepositions to be used with adjectives and participles. On the other hand, we have prepared a chapter on the use of Spanish Preposition 'En', and another one concerning Check-up Bilingual Exercises with their respective keys.

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1. PRELIMINARY DATA OF THE PROJECT

1.1 RESEARCH SUBJECT

Language Interference : Problems for Spanish Speakers of English.

1.2 TITLE

Language Interference : Problems in the Use and Usage of the Prepositions In, At, On for Spanish Speakers of English.

1.3 LIMITS OF THE PROBLEM

The use of English prepositions has been a worldwide problem for non-native speakers of that language (Corder Pit, 1982). After doing an inquiry, we found out that the English prepositions that cause more confusion among Spanish speakers of English are : in, at, on. This appears to be due to the language interference with the Spanish preposition 'en'.

That is the reason why we are going to study those three prepositions in our present work. Therefore, this study is limited to the conflicts presented by the three prepositions in front of Spanish 'En'.

1.4 ANTECEDENTS OF THE PROBLEMS

The very fact that we make mistakes in language is not, as some would have us believe, blindness, stupidity or inability. The fact is that many of our mistakes in a foreign language come from interference with our native language. Language interference is a well known phenomenon that occurs in all learning environments. It may also be used as a stimulus and an aid to language learning if presented at the right time in a learner's life.

So what is Language interference ? Language interference could be defined as the errors made by a learner because of the difference or similarity between his native language and the target language. Effectively it is the manifestation of those parts of language that cannot be directly translated from one to another by simply using a dictionary and the rules of the native language. This is the case of the prepositions in, at, on.

1.5 JUSTIFICATION

Last year, we asked 30 students of the Department of Modern Languages to answer a test by completing 20 sentences using the prepositions : by, in, out of, at, and on.

Afterwards, we found out that the students had serious problems with the use of the following three prepositions : in, at, on.

Then we asked other 30 students of the Department of Modern Languages -from fifth to eighth semesters- to answer another test with the following characteristics (See Appendix A) :

- i. Number of questions : 45.
- ii. Time : 15 minutes.
- iii. Frequency in the use of prepositions :
 - In : 15 times.
 - At : 15 times.
 - On : 15 times.
- iv. Conditions : The students must not use any kind of dictionary nor electronic translators. They only must use the prepositions in, at, on.

After proofreading the tests we obtained this information :

Six students made from 23 to 27 mistakes ; eight students made from 13 to 17 mistakes. And 16 students made from 18 to 22 mistakes. None of them filled in the blanks properly 100% (See Figure 1).

Those students used the preposition 'in' instead of 'on' 105 times ; they also used the preposition 'in' instead of 'at' 127 times. Besides, they used 'on' instead of 'in' 98 times. On the other hand, they used 'on' instead of 'at' 69 times. They used 'at' instead of 'in' 76 times. They used 'at' instead of 'on' 92 times as well. They did not filled in 23 blanks (See figure 2).

There were 1350 questions in the 30 tests, and the students made 590 mistakes when filling in the blanks.

The most misused preposition was 'in'. This is due to language interference because in Spanish we use the preposition 'en' for all of those cases in which English speakers use three different prepositions : in, at, on.

The prepositions 'at' and 'on' are some of those parts of language that cannot be directly translated from English to Spanish and that is the reason why the students of Modern Languages 'simplify' them by using 'in' very often.

1.6 OBJECTIVES

1.6.1 General objective

To explain the phenomenon of language interference in Spanish speakers of English as a foreign language.

1.6.2 Specific objectives :

1.6.2.1 To study the use of the prepositions in, at, on which pose interference to non-native speakers of English .

1.6.2.2 To provide for all the students and teachers a useful inquiry concerning the conflicts presented by the prepositions in, at, on.

1.6.2.3 To make more meaningful the use and usage of the prepositions by studying the most misused ones by non-native speakers of English.

1.6.2.4 To help students of Modern Languages improve their speech accuracy when speaking and writing.

1. 6.2.5 To create a Bilingual Manual on the Use and Usage of the Prepositions In, At, On through Semantic Categories.

FIGURE 1

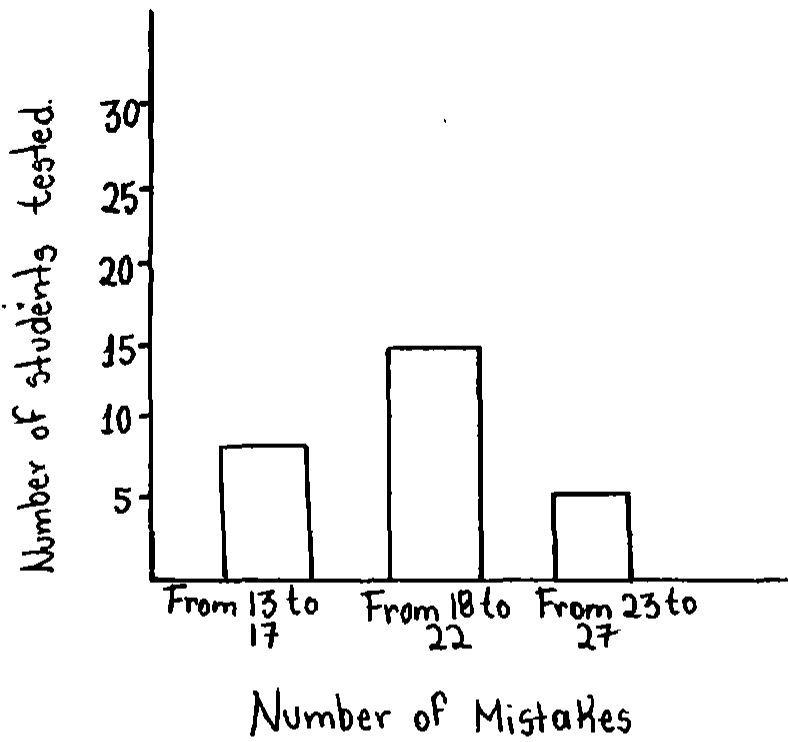
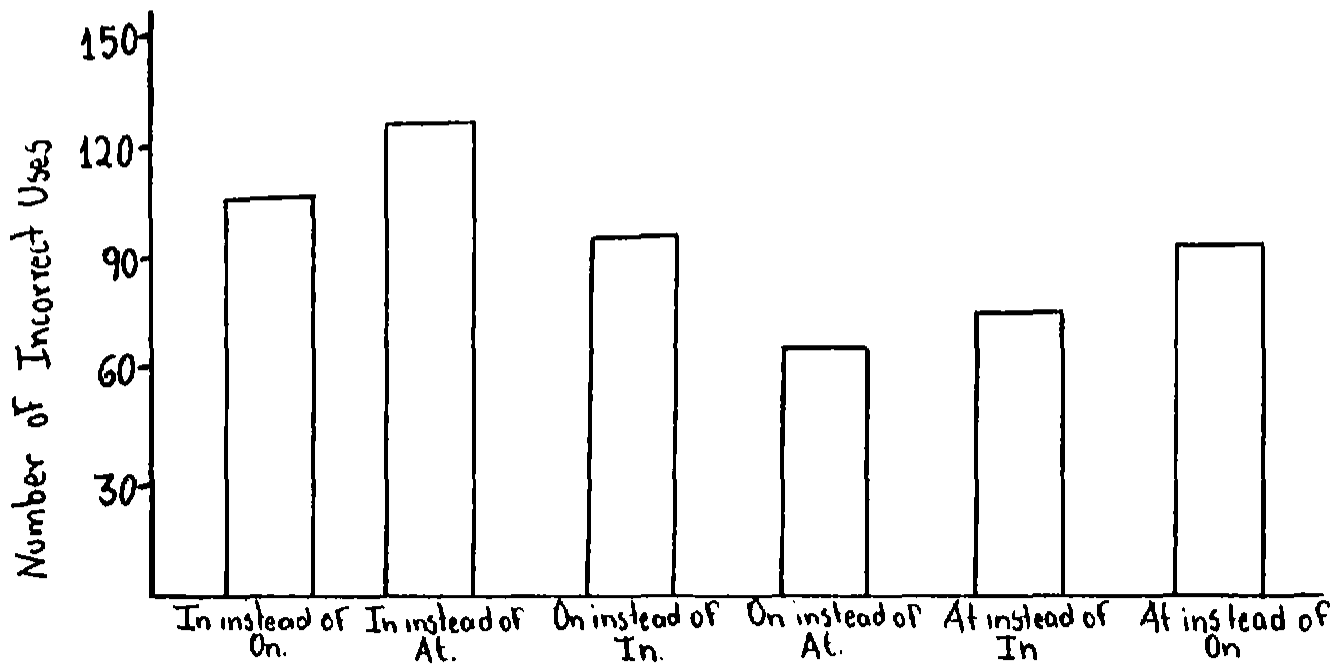


FIGURE 2



2. THEORETICAL FRAMEWORK

2.1 THEORETICAL PRINCIPLES

In this chapter we intend to present and explain the theoretical principles that will help to clarify the reasons why Spanish speakers of English present language interference when using the prepositions in, at, on. Some aspects that increase the problem of interference such as the use of bilingual dictionaries and translating will be presented. Besides, a general explanation of the different uses of the prepositions In, At, On and Spanish preposition En will be given.

2.1.1 Language interference

It is one of the differences which manifest themselves between two languages. In this concern the following paragraphs could be considered as a summary for a comparison between Spanish and English and its learning implications in terms of 'interference' from the former to the latter.

'Language is a complex system by which human beings interact in many ways and of many different purposes' (Bybee, 1985, 43). The lexicon, sound patterns and grammar rules are only a part of language. The ability to derive and convey meaning by a host of different graphical, verbal, inferential, bodily, contextual, cultural and other type of signals, and above, all the 'linguistic intuition' present in every human being, are also a part of that system. This linguistic intuition is an innate urge to 'make sense' of everything that happens around him. (Silva Fernando has called this 'semantomania' in his M.A. dissertations)

A foreign language is a subset of language which shares many of its features with the mother tongue. The main difference between one language and the other (English and Spanish) is the lexicon, some structure details and some of the sound patterns. Even so, between English and Spanish :

- i. there is a large shared body of words and word rules that are comprehensible across both languages (cognates),
- ii. the basic grammatical patterns are identical : both languages are 'prepositional languages' with a similar subject - verb - complement - connector - structure, with differences mainly in the adjective - noun structure, the structure of the question and in the grammar of the verb, and
- iii. the sound system is almost fully compatible.

'In terms of differences, Spanish boasts a more complex in gender and conjugation systems and a more consistent sound-writing correlation, while English is significantly more simple in its grammar but comparatively less consistent in its sound-writing correlation. One other major difference is the cultural background which accounts for differing assumptions and interpretations across languages. On most of all other counts, basic linguistic skill is transferable (and most of the times transferred) from mother tongue to foreign languages' (Silva, 1995, 35).

There is a huge number of true cognates and of translatable structures and forms which can be faithfully translated with no problem.

Really there are no true 'False Cognates' or very few because false cognates have a common ancestor in Latin. True 'False Cognates' tend too be pure coincidence rather than evolving from the same root word. E. g. Dime (American coin) and Dime (Imperative of decir), Late (not on time) and Late (bark of a dog), etc.

'What has happened is that words have strayed from their original meaning until although they may have something in common in terms of meaning, their contextual use is quite different. Since Spanish is much closer to Latin than is English, we might suppose that it is the English words that have strayed most from their Latin roots' (Jespersen, 1969, 64).

2.1.2 Bilingual dictionaries

Undoubtedly some interference can be attributed to the poor use of dictionaries and the use of poor dictionaries. A dictionary is a tool for language learning. It translates vocabulary and, depending on the dictionary, conveys explanations through examples in context. The

success of a learner with his tool depends on the skill and judgment employed in its use. For example, a dictionary is weakest in the direction of translating from the native language to the language being learned.

A language learner must know when a dictionary is to be trusted and how far he or she can rely on it. A dictionary offers possible translations of words and sometimes phrases. Even if these translations are illustrated by examples and explanations, it is easy even for the astute learner to misinterpret or overgeneralize the meaning of a word. Using a dictionary is like driving a car : the more you learn from your experiences, the better a driver you become. A wise learner never trust totally in a dictionary, but always cross-references meanings and contexts through reading and listening.

2.1.3 Translating

The learner has to be rigorous in his or her approach and realize that what language learning demands is a faithful translation of the idea or intention into the target language. The attitude of simply translating individual words has little to do with reality, and denies the obvious fact that languages are different, and that difference is deep.

2.1.4 Reasons for language interference

- i. Choosing the word from the dictionary which is the closest to the Spanish word in its form.
- ii. Choosing the first translation shown, or a word which looks nice or familiar. Using the dictionary with an inadequate selection of words, or explanations.
- iii. Failure to remember the correct translation of a word.
- iv. Assumption that a word previously seen in a text which is similar, or identical to what requires translation, has the same meaning.

Assumption that a Spanish grammatical structure can be translated directly into English.

2.1.5 The prepositions In, At, On

- i. Uses of the preposition **In** : Native speakers of English use 'in' when talking about a place as an area. E.g. "When I was **in** Spain, it was terribly cold". "Alfred has been teaching college **in** London".

They also use **in** with containers of any kind when talking about things inside them : "She kept the cards **in** a box".

They use **in** when giving the name of a street : "She got a job **in** Oxford Street".

They use **in** when talking about cars, vans, lorries, taxis, and ambulances : "I followed them **in** a car".

Besides, they use **in** when referring to time and dates : "Sue will come back **in** the afternoon". "Peter will be away **in** April". "Mary was born **in** 1976".

They use **in** to express the use of a specific material as well : "The sweater was done **in** red wool".

They use **in** when referring to an influence affecting somebody : "**In** his haste, he forgot the keys".

- ii. Uses of the preposition **At** :

Native speakers of English use **at** when thinking of a place as a point in space : "She waited **at** the bus stop".

They also use **at** with words such as back, bottom, end, and top to talk about different parts of a place : "Mrs Castle was waiting **at** the bottom of the stairs". "Isadora saw a taxi **at** the end of the street".

They use **at** with public places and institutions : "We landed **at** a small airport". "He is **at** Cambridge University".

They use **at the corner** when talking about streets : "The car was parked **at the corner** of the street".

On the other hand, they use **at** to give the house number : “You used to live **at** 5, Weston Road”.

They use **at** to express being in a situation or condition of : “Lucy seemed **at** ease with Paul”.

They use **at** to talk about causes : “They were scared **at** the sight of fire”.

iii. Uses of the preposition **on** :

Native speakers of English use **on** when talking about a place as a surface : “Isadora sat down **on** the sofa”.

They also use **on** when referring to a place as a point on a line, such as a road, a railway line, a river or a coastline : “Scrabster is **on** the south coast”

They use **on** when talking about forms of transport such as buses, coaches, trains, ships, and planes : “She came **on** the train with me to New York”. “ Charles spent ten days **on** a boat”.

They use **on** when referring to the days of the week as well : “He began his new job **on** Thursday”.

They use **on** to express being in a state of or in the condition of : “The factory is **on** fire”

In conclusion, the student has two main problems with prepositions. He or she has to know (a) whether in any construction a preposition is required or not, and (b) which preposition to use when one is required.

2.1.6 Uses of the Spanish preposition **en** :

Los hablantes nativos de Español usan la preposición **en** para expresar una idea estática de reposo : “Vivo **en** Madrid”

También usan **en** para referirse al tiempo : “Estamos **en** invierno”. “Luisa viajará **en** septiembre”. “Pedro nació **en** 1967”. “Las clases de sicología se dictan **en** la mañana”.

Por otra parte, los hispano-hablantes usan **en** cuando hablan acerca de un modo determinado “Juan vino a trabajar **en** mangas de camisa”. “Lorena bajó **en** zapatillas”.

Además usan **en** al referirse a un medio de expresión o de transporte : “Lucas asistió a una conferencia **en** francés”. “Viajaremos **en** tren y luego **en** barco”.

También usan **en** cuando hablan acerca del precio de un producto : “El libro me fue vendido **en** \$ 34.000”.

En otros casos usan **en** para referirse a una causa : “Se le notaba **en** la manera de moverse”.

Además los hispano-hablantes usan dicha preposición para expresar una idea concerniente a la finalización de un movimiento, con ciertos verbos : “El rector entró **en** el despacho”

2.2 DEFINITION OF BASIC TERMS

Adjective : Any of a class of words used to modify a noun or another substantive.

Category : Any of the various basic concepts into which all knowledge can be classified.

Cognates : Related through the same sources, derived from a common original form (English ‘similar’ and Spanish ‘similar’ are cognate words).

Context : The part of a sentence, paragraph, discourse, etc., immediately next to or surrounding a specified word or passage or determining its exact meaning. The whole situation, background or environment relevant to a particular event personality, creation, etc.

Foreign language : A language not belonging to a person’s country.

Grammar : That part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangements in phrases and sentences (syntax), and now often with language sounds (phonology) and word meanings (semantic).

Inquiry : An investigation or examination.

Lexicon : The total stock of morphemes in a language.

Manual : A handy book of the facts, instructions, etc., for use as a guide, reference, or the like

Native language : Mother tongue.

Participle : A verbal form having some characteristics and functions of both verb and adjective : In English the present participle ends in 'ing' (asking), and the past participle most commonly ends in 'ed' or 'en' (asked, spoken)

Preposition : In some languages, a relation or function word, as English in, by, for, with, at, to, on, etc., that connects a lexical word, usually a noun or pronoun, or a syntactic construction, to another element of the sentence, as to a verb, to a noun, or to an adjective.

Second language : A language next in quality below the native one. E.g. : In Colombia, Paeces indians speak 'Paez' language as their mother tongue, and they speak Spanish as their second language.

Semantics : The branch of linguistics concerned with the nature, the structure, and the development and changes of the meanings of speech forms, or with contextual meaning.

Translation : Writing or speech translated to another language.

Usage : The way in which a word, phrase, etc., is used to express a particular idea ; customary manner of using the words of a given language in speaking or writing, or an instance of this. It deals with syntax.

Use : Constant, continued, customary, or habitual employment, practice of particular expression with specific meanings according the context. It deals with semantics.

The definition of basic terms is very important for the develoment of this project because it helps to carify the meaning of the most relevant words our work is based on.

2.3 HYPOTHESIS

If we have the students become aware of language interference and comprehend the right use of the prepositions **in, at, on**, by means of this inquiry on the use of them, then the students will improve their speech accuracy and their errors will decrease when using the prepositions studied above.

2.4 VARIABLES

2.4.1 INDEPENDENT VARIABLE

Inquiry on language interference on the use of the prepositions **in, at, on**.

2.4.2 DEPENDENT VARIABLE

The students will improve their speech accuracy and their errors will decrease when using the prepositions **in, at, on**.

3. METHODOICAL DESIGN

In order to give evidence to our project hypothesis we will create a ‘Bilingual Manual on the Use and Usage of the prepositions **in, at, on** through Semantic Categories’

It will be bilingual so that students will become completely aware of the problem we studied above : Language Interference.

The contents of the Manual will be as follows :

Unit One : Place and Direction (Position).

- **Uses of the preposition In**
- **Uses of the preposition At**
- **Uses of the preposition On**

Unit Two : Time and Date

- **Uses of the preposition In**
- **Uses of the preposition At**
- **Uses of the preposition On**

Unit Three : Travel and Movement (Arrival, Home, Transport)

- **Uses of the preposition In**
- **Uses of the preposition At**
- **Uses of the preposition On**

Unit Four : Usos de la preposición española En

- **Posición**
- **Tiempo**
- **Modo**
- **Precio**
- **Medio**
- **Causa**
- **Movimiento**

Unit Five : Phrasal verbs

- With the preposition In
- With the preposition At
- With the preposition On

Unit Six : Prepositions In, At, On after Specific Verbs and Nouns

- Preposition In

- Preposition At
- Preposition On

Unit Seven : Prepositions used with Adjectives and Participles

- Preposition In
- Preposition At
- Preposition On

Unit Eight : Check-up Bilingual Exercises

Unit Nine : Key to Exercises

The first four units will be entirely theoretical, and will have lots of sample sentences with each one of the prepositions analyzed.

On Unit Five combinations of specific verbs and the prepositions in, at, on will be studied (Phrasal Verbs).

It will also be explained whether the combination is transitive (i.e. requires an object) or intransitive (i.e. cannot have an object).

On Unit Six a list of a group of verbs which are only followed by the prepositions in, at, on will be given with sample sentences.

On Unit Seven particular adjectives and participles requiring specific prepositions will be analyzed.

On Unit Eight lots of exercises will be given so that students will put in practice what they have learned about prepositions (Fill-in-the-blank exercises)

In the end, students will be able to check their answers with the Key to Exercises on Unit Nine.

NOTE : As follows, we would like to present the development of the Manual.

4. PLACE AND DIRECTION (POSITION)

Native speakers of English normally use prepositional phrases to say where a person or thing is, or the direction they are moving in. Many other words are both prepositions and adverbs.

4.1 USES OF THE PREPOSITION IN

- i. Native speakers of English use **in** when they are talking about a place as an area. They use **in** with :

- a country or geographical region

“A thousand homes **in the west of France** suffered power cuts”.

“It was terribly hot when Henry was **in Italy**”.

- a city, town or village

“Cindy has been teaching at a University **in Paris**”.

- a building when they are talking about people or things inside it

“She was sitting having lunch **in the cafeteria**”.

They also use **in** with containers of any kind when talking about things inside them.

“Dorothy kept the flowers **in a little box**”.

- ii. When talking about addresses, British speakers of English use **in** when they just give the name of the street :

“Nancy used to live in Cambridge Street”

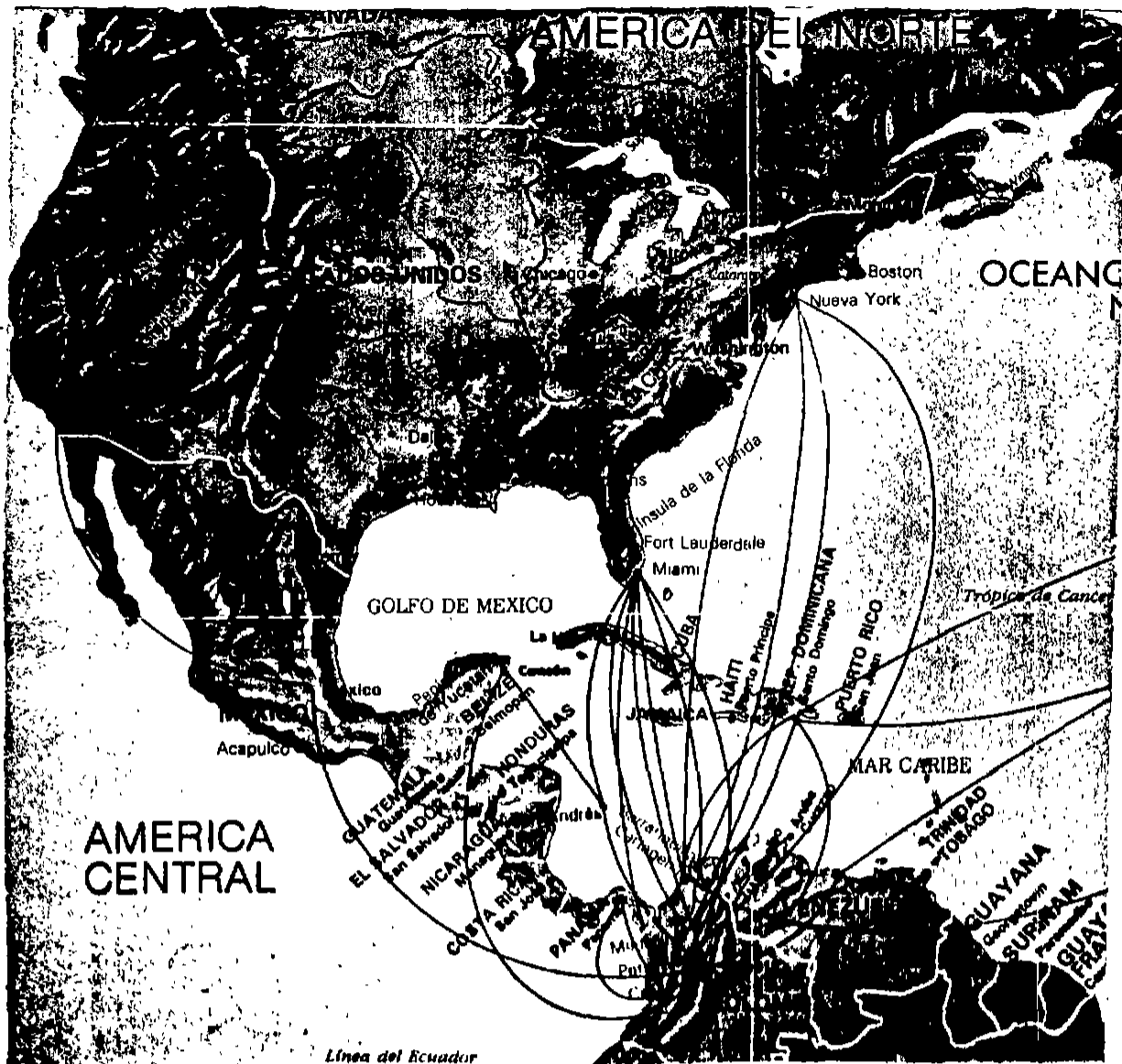
Warning : American English uses **on** for giving the name of the street :

“Peter lives on Melrose Street”

Note : See Visual Exercise 1 on next page.

Instruction : Look at the map and fill in the blanks with the correct preposition.

VISUAL EXERCISE 1



1. Arkansas River is ____ the United States.
2. Fort Lauderdale is located ____ the State of Florida
3. Seattle is ____ the west of the United States.
4. Ottawa is ____ Canada, and Managua is ____ Nicaragua.
5. Venezuela is located ____ South America.
6. La Habana is ____ Cuba.
7. Michigan Lake is ____ North America
8. Montreal is ____ the east of Canada.
9. Belize is ____ Central America

4.2 USES OF THE PREPOSITION AT

- i. Native speakers of English use **at** when they are thinking of a place as a point in space.

“They were **at Brad’s farm** last week”.

“I waited **at the bus stop** for over 30 minutes”.

- ii. They also use **at** with words such as **back, bottom, end, front, and top** to talk about the different parts of a place.

“There is a supermarket **at the end** of the street”

“The thief escaped by a door **at the back** of the flat”.

“Mary was waiting **at the bottom** of the stairs”.

- iii. They use **at** with public places, institutions, and with expressions such as **at home, and at work**.

“Fred wanted to be **at home**”.

“Lucy is **at Yale University**”.

“They landed **at a small airport**”.

“You must be **at the station** early in the morning”.

- iv. They use **at the corner** when talking about streets.

“There is a bakery **at the corner** of the street”.

Note : Analyze the use of **at** and **in** in the following examples :

“There is a great play **at the theater**”. (**at** emphasizes the theater as a public place)

“It was really hot **in the theater**”. (**in** emphasizes the theater as a building)

“I met Gina at the office”. (at emphasizes the office as a public place or institution)

“Thelma left her umbrella behind in the office”. (in emphasizes the office as a building)

v. When talking about, addresses they use **at** to give the house number.

“We live at 24, Kennedy Street”.

vi. They use **at** when referring to somebody’s house.

“They saw her at Chuck’s house”.

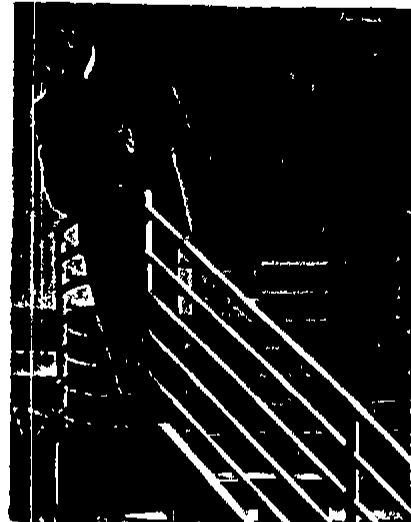
Note : See Visual Exercise 2 on next page.

Instructions : Fill in the blanks with the correct preposition according to the pictures.

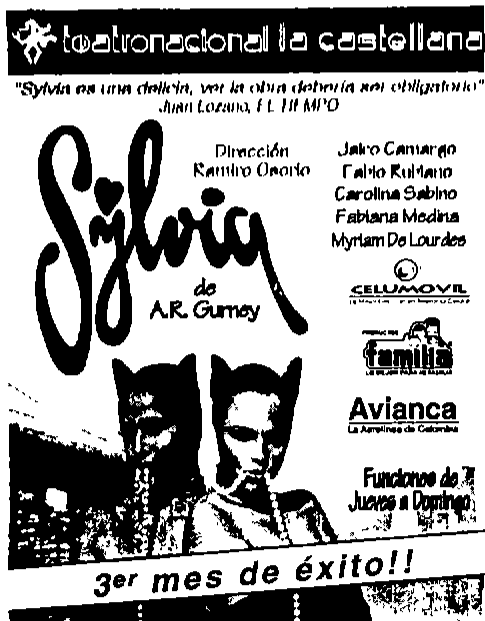
VISUAL EXERCISE 2



Peter met Gina ____ the office.



He is smiling ____ the top of the stairs.



'Sylvia' is the name of the new play ____ the theater



There is a small supermarket ____ the corner of the street.

4.3 USES OF THE PREPOSITION ON

- i. Native speakers of English say **on the corner** when they are talking of streets.

“There is a drugstore **on the corner**”.

- ii. They use **on** when referring to a place as a surface. They also use **on top of**.

“Bob put his wallet **on top of the stereo set**”.

“Betty Lou sat down **on the armchair**”.

- iii. They use **on** when they are thinking of a place as a point on a line, such as a coastline, a river, a road, a railway line.

“Cartagena is **on the north coast** of Colombia”.

Note: See Visual Exercise 3 on next page

Instructions : Fill in the blanks with the correct preposition according to the picture.

*** All the examples given in this chapter were taken from the following books :

COLLINS COBUILD STUDENT'S GRAMMAR. London : Harper Collins Publishers, 1991, pages 74- 79

THOMPSON A., and Martinet A. A practical English grammar. Oxford : Oxford University Press, 1993, pages 91-104.

WEBSTER'S NEW WORLD DICTIONARY. New York : Prentice Hall, 1991.

VISUAL EXERCISE 3



The manager is sitting down ____
the sofa.



They are having fun ____ the beach.



The Ocean Club is ____ the south
coast of Florida.



The computer is ____ the desk.

5. TIME AND DATE

5.1 USES OF THE PREPOSITION IN

- i. Native speakers of English use **in** when referring to a specific year.

“Tony was born **in 1967**”.

- ii. They use **in** to talk about a specific month of the year.

“My father will travel **in November**” :

- iii. They use **in time for** to say ‘not late’, or ‘with a comfortable margin’.

“Passengers should be **in time for their plane**”.

Note : **On time** is used to say ‘at the time arranged, not before, not after’.

“The 9 :15 train started **on time**. (It started at 9 :15)”

- iv. They use **in** when they are talking about seasons, centuries, and parts of the day.

“Madonna’s concert will be performed **in the spring**”.

“Shakespeare died **in the seventeenth century**”.

“Liz studies French **in the evenings**”.

v. They use **in good time** for expressing the idea of a comfortable margin.

“We arrived at the theater hall **in good time** (for the play)” - The play began at 8 :00 and we arrived at 7 :40 p.m.-

vi. They use **in the beginning** when referring to the early stages. It implies that later on there was a change.

“**In the beginning** we used hand tools. Later we had machines”.

vii. They use **in the end** when they mean eventually or after some time.

“At first he opposed their marriage, but **in the end** he gave his consent”.

Note : See Visual Exercise 4 on next page.

Instructions : Fill in the blanks with the correct preposition according to the picture.

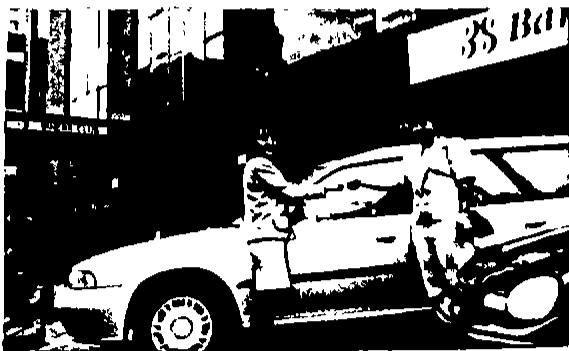
VISUAL EXERCISE 4



There is no grass ____ winter.



They were married ____ 1922.



She won a car ____ September, 1995.



They had a meeting ____ the morning.

5.2 USES OF THE PREPOSITION AT

- i. Native speakers use **at** for expressing clock times, -in English speaking countries-.

“The film finished at nine o’clock”

- ii. They use **at** when referring to religious festivals.

“At Christmas time, people give each other gifts and send Christmas cards”.

“At Easter, children dye eggs bright colors”.

- iii. They use **at** when talking about mealtimes.

“I saw Christine at lunch time”.

- iv. They use **at** when they refer to specific periods.

“Donna studies Italian at weekend”.

“They got to New York at sunset”.

- v. They use **at** when referring to a specific age.

“Sue got married at seventeen”.

Note : See Visual Exercise 5 on next page.

Instructions : Fill in the blanks with the correct preposition according to the pictures.

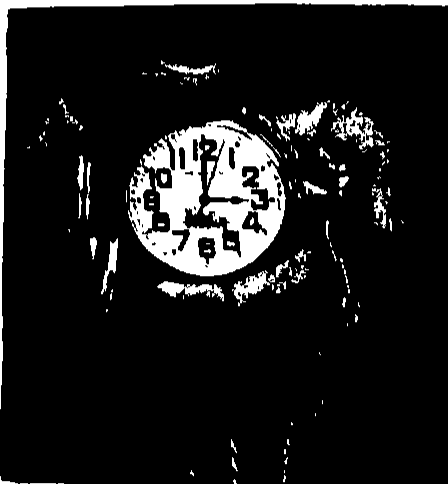
VISUAL EXERCISE 5



___ Christmastime, families decorate their houses with the Nativity Scene.



Mary took this photograph ___ sunset.



Keep in mind that the meeting will begin ___ 3 :00 o'clock.



Mr Presley was in the kitchen ___ lunch time.

5.3 USES OF THE PREPOSITION ON

- i. Native speakers of English use **on** when they are talking about the days of the week.

“We have to attend a lecture **on Tuesday morning**”.

- ii. They use **on** for referring to special days and dates

“**On the ninth of April**, 1865, General Lee, commander of the southern army, surrendered to General Grant”.

“Paul gave her a bracelet **on her birthday**”.

“They flew to Ottawa **on their wedding anniversary**”.

“The only civil war in the history of the United States began **on April 12**, 1861”.

- iii. They use **on** when talking about a specific time arranged, not after, not before.

“The rock concert began **on time**”.

Note : See Visual Exercise 6 on next page.

Instructions : Fill in the blanks with the correct preposition according to the pictures.

VISUAL EXERCISE 6



President Clinton was very happy
his birthday.



The architect finished his work
October 26, 1996.



They are walking fast in order to
get to the subway station time



He began climbing the mountain
Friday morning.

6. TRAVEL AND MOVEMENT (ARRIVAL, HOME, TRANSPORT)

6.1 USES OF THE PREPOSITION IN

- i. Native speakers of English use **in** when they are talking about cars, vans, lorries, taxis, and ambulances.

“The students were taken to school **in a van**”.

“The police followed the smugglers **in a taxi**”.

- ii. They also use **in** with forms of transport, such as buses, coaches, trains, ships, and planes, usually when they are focusing on the physical position or movement of the person, rather than stating what form of transport they are using.

“The passengers **in the ship** began to panic”.

“The children **in the plane** were starting to cry”.

- iii. They use **arrive in** when they are talking about reaching a destination.

“Mariah Carey **arrived in Spain** last Saturday”.

“Marc **arrived in Berlin** in time for the concert”.

Note : See Visual Exercise 7 on next page.

Instructions : Fill in the blanks with the correct preposition according to the pictures.

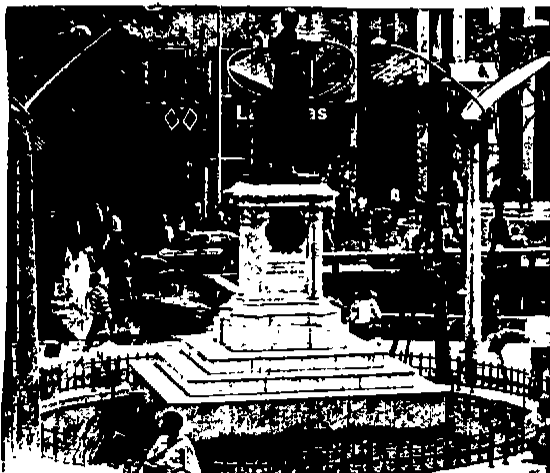
VISUAL EXERCISE 7



The Director goes to the University
___ his car.



The new policemen came to town
___ a helicopter.



They came to the bank ___ a yellow
taxi.



They went to Diners Club Offices ___
an elegant automobile.

6.2 USES OF THE PREPOSITION AT

- i. Native speakers of English use **arrive at** when they are talking about reaching a village, a hotel, an airport, a bridge, etc.

“Charles **arrived at the hotel** at 4 :00 p.m.”

“The plane **arrived at the airport** at noon”.

- ii. They use **at** when they are talking about being, staying, living, or working at home.

“You can do this sort of work **at home**”.

“Pat prepared Kent’s cake **at her home**”.

- iii. They use **at** for referring to an occupation.

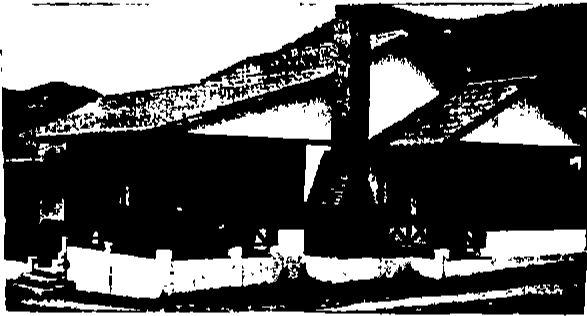
“Vincent was **at work** when his mother came home”.

“The family is **at dinner**”.

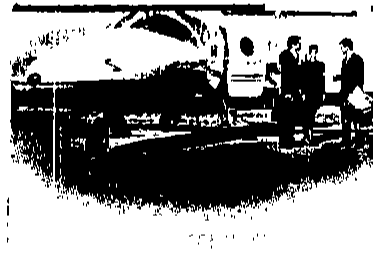
Note : See Visual Exercise 8 on next page.

Instructions : Fill in the blanks with the correct preposition according to the picture.

VISUAL EXERCISE 8



The Browns are having lunch ____ home.



The plane arrived ____ the airport at 9 :00
a.m.



They are ____ work right now



Mr. Sullivan is ____ dinner.

6.3 USES OF THE PREPOSITION ON

- i. Native speakers of English use **on** when they are talking about forms of transport, such as buses, coaches, trains, ships, and planes.

“Sharon spent eight days **on a boat** with Luke”.

“Tina came **on the train** with me to Melbourne” :

- ii. They use **on** when they want to say that they walked somewhere, (on foot).

“Chris went to school **on foot**”.

- iii. They use **on** for expressing the ideas of going by bicycle.

“Dennis went to the University **on a bicycle**”

- iv. They use **on** for referring to the idea of going on a horse.

“They rode **on horseback** for about four hours”

- v. They use **get on** when talking about entering a public vehicle.

“Maurice **got on the bus** very early this morning”.

- vi. They use **on board** when they are talking about embarking on a boat, a train or a plane.

“We will go **on board the ship** at two o’clock”

- vii They use **get on** when they are talking about mounting a camel, a horse, or a bicycle.

“The thief fled away while Joseph was **getting on his camel**”.

Note : See Visual Exercise 9 on the page after next

Instructions : Fill in the blanks with the correct prepositions according to the picture.

******* All the examples given in this unit were taken from the following books :

COLLINS COBUILD STUDENT'S GRAMMAR. London : Harper Collins Publishers, 1991, pages 74-79.

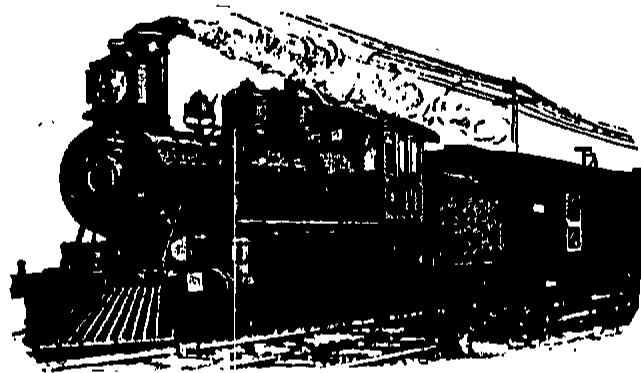
THOMSON A., and MARTINET A. practical English grammar. Oxford University Press, 1993, pages 91-104.

WEBSTER'S NEW WORLD DICTIONARY. New York : Prentice Hall, 1991.

VISUAL EXERCISE 9



The passengers spent 20 days ____ a ship around several islands



Liz came ____ the train with me to Vancouver



They are going to church ____ a bicycle.



They usually go to work ____ foot.

7. USOS DE LA PREPOSICION ESPAÑOLA EN

7.1 POSICION

- i. Los hablantes nativos del español usan la preposición **en** para expresar una idea estática de reposo.

“Consuelo vive en Barranquilla”.

- ii. También usan **en** para referirse a un sitio como un punto específico en el espacio.

“Haremos el trabajo de química en la casa de Roberto”.

- iii. Los hispano-hablantes usan **en** cuando hablan acerca de un país, una zona geográfica, una ciudad, o un pueblecito.

“Ha ocurrido un grave accidente aéreo en Austria”.

“Las lluvias se han incrementado en la Costa Atlántica”.

“Policarpa Salavarrieta nació en Guaduas, Cundinamarca”.

- iv. Además usan **en** para referirse a alguien dentro de un edificio, o alguna cosa existente dentro de un receptáculo determinado.

“David y Esther almorzaron en el restaurante La Fragata”.

“Isabel guardó sus anillos en un cofre antiguo”.

- v. Por otra parte, usan **en** para comunicar datos acerca de la nomenclatura de una ciudad.

“El Centro Comercial Granahorrar está localizado **en la Avenida Chile**”.

“Francisco vive **en la calle 95 No. 13-67**”.

7.2 TIEMPO

- i. Los hablantes nativos del español usan **en** para expresarse acerca de festividades religiosas.

“Viajaremos a Jerusalén **en Semana Santa**”.

“Claudia estuvo en Japón **en Navidad**”.

- ii. También usan **en** para referirse a un periodo específico de tiempo, o a una parte del día.

“Maritza trabaja como cajera **en las noches**”.

“Eduardo se levantó muy temprano **en la mañana**”.

- iii. Además usan **en** cuando hablan acerca de las estaciones del año, de los siglos y de los años en general.

“Todo reverdece y florece **en primavera**”.

“La Iglesia fue muy poderosa **en la Edad Media**”.

“Platón vivió **en el siglo IV** antes de Cristo”.

“Juan David nació **en 1995**”.

- iv. Por otra parte, usan **en** para comunicar asuntos concernientes a los meses y fechas especiales.

“La temporada de ópera comenzará **en noviembre**”.

“Elizabeth recibió un automóvil **en su cumpleaños**”.

7.3 MODO

Los hablantes nativos del español usan **en** para referirse a la manera como una persona se halla presentada, a su situación económica y a su estado emocional.

“El alcalde vino a su despacho **en mangas de camisa**”.

“Micaela bajó **en zapatillas**”.

“La familia Pérez se halla **en la quiebra**”.

“Sandra se encuentra sumida **en la tristeza** debido a la muerte de su padre”.

7.4 PRECIO

Los hispanohablantes usan **en** cuando hablan acerca del valor comercial de un producto.

“Raúl me vendió el libro **en \$24.000,00 m/cte.**”.

“Conseguí el disco compacto **en \$17.000,00 m/cte.**”.

7.5 MEDIO

- i. Los hablantes nativos del español usan **en** para indicar la forma de transporte vehicular que utilizan, ya sea a nivel terrestre, fluvial, marítimo o aéreo.

“Fuimos a Cartagena **en avión** y nos devolvimos **en bus**”.

“Visitamos las Islas del Rosario **en yate**”.

ii. También usan **en** para expresar ideas acerca de idiomas utilizados para comunicarse.

“Lorenzo escribe poemas **en alemán**”.

“El turista ruso nos saludó **en perfecto inglés**”.

7.6 CAUSA

Los hispanohablantes usan **en** para referirse a la razón o motivo de un suceso.

“Se le notaba su sentimiento de culpabilidad **en el nerviosismo de su mirada errática**”.

7.7 MOVIMIENTO

Los hablantes nativos de español usan **en** para indicar una idea acerca de la finalización de un movimiento determinado.

“El gerente acaba de entrar **en su oficina**”.

*** Los ejemplos presentados en este capítulo fueron tomados de :

MARTÍN, Vivaldi G. Curso de redacción. Madrid : Paraninfo S. A ., 1986, páginas 62-75.

8. PHRASAL VERBS

A phrasal verb is a combination of a verb and a preposition, which together have a different meaning to the verb on its own.

8.1 WITH THE PREPOSITION IN

- i. **Ask someone in** (object before **in**) : means to invite him to enter the house.

“He didn’t **ask me in** ; he kept me standing at the door while he read the message”.

- ii. **Be in** (intransitive) : means to be at home or in this building.

“I want to see Mrs Pitt. **Is she in** ?”.

- iii. **Break in** (intransitive) : means to enter by force.

“Thieves **broke in** and stole the silver”.

- iv. **Call in** (intransitive) : means to pay a short unannounced visit.

“**Call in** on your way home and tell me about your trip”.

Call him in : means to send for him or ask him to come to the house to perform some service.

“It was too late to **call in** an electrician”.

vi. **Close in** (intransitive) : means to come nearer, approach from all sides -used of mist, enemies, darkness, etc.-

“As the mist was **closing in** we decided to stay where we were”

vii. **Come in** (intransitive) : means to enter.

“Someone knocked at the door and I said, **come in**”.

viii. **Cut in** (intransitive) : means to slip into a traffic line ahead of another car when there isn't room to do this safely.

“Accidents are often caused by drivers **cutting in**”.

ix. **Drop in** (intransitive) : means the same as to call in and as to look in.

“I will **drop in** this evening to see how she is”

“Dave **looked in** when Eve was having dinner”.

x. **Live in** (intransitive) : means to live in one's place of work -chiefly used of domestic servants-.

“Advertisement : Cook wanted. \$140 a week. **Live in**”.

xi. **Move in** (intransitive) : means to move self and possessions into a new house, flat, room, etc.

“I have found a new flat. I am **moving in** on Wednesday”.

xii. **Put in a claim** : means to make a claim.

“He **put in a claim** for compensation because he had lost his luggage in the train crash”.

xiii. **Send in** (transitive) : means to send to someone -who need not be mentioned because the person to knows already-.

“You must **send in** your application before Friday”. (send in to the authority concerned)

xiv. **Set in** (intransitive) : means to begin a period, usually unpleasant.

“Winter has **set in** early this year”.

xv. **Take somebody in** (transitive) : means to deceive.

“At first he **took us in** by his stories and we tried to help him ; but later we learned that his stories were all lies”

xvi. **Turn in** (intransitive) : means to go to bed.

“The captain **turned in**, not realizing that the icebergs were so close”.

Note : See Visual Exercise 10 on next page.

Instructions : Fill in the blanks with the correct phrasal verb according to the picture.

Choose the right phrasal verb from the box at the bottom of the page.

VISUAL EXERCISE 10



Mr McDonald _____ while reading
the newspaper



He _____ a claim for compensation
because his employees were not assisted
by the Social Insurance.



Fred visited Bill but he didn't _____ him _____.



Lucy _____ when Ernest was
leaving his office.

dropped in

ask in

turned in

put in

8.2 WITH THE PREPOSITION AT

- i. **Call at** : means to visit a place for a short time.

“I **called at** the bank and arranged to transfer some money”.

- ii. **Jump at** (transitive) : means to accept with enthusiasm an offer or opportunity.

“He was offered a place in the Himalayan expedition and **jumped at** the chance”

- iii. **Look at** (transitive) : means to regard.

“He **looked at** the clock and said, ‘it’s midnight’ ”.

Note : See Visual Exercise 11 on next page.

Instructions : Fill in the blanks with the correct phrasal verb according to the picture.

Choose the phrasal verb from the box at the bottom of the page.

VISUAL EXERCISE 11



Nancy _____ Sebastian while he was
talking about his new projects



He _____ the Hotel and
reserved two rooms for his parents



She won a round flight ticket to Miami
and _____ the chance.



They _____ the bookstore and
bought an interesting magazine.

called at

jumped at

called at

looked at

8.3 WITH THE PREPOSITION ON

- i. **Call on** : means to visit a person for a short time.

“He **called on** all the house wives in the area and asked them to sign the petition”

- ii. **Call on** somebody (usually plus infinitive) : means to ask him to do something. This is a rather formal way of making a request and is chiefly used on formal occasions or in speeches etc. There is usually the idea that the person called upon will consider it his duty to comply with the request.

“The chairman **called on** the secretary to read the minutes of the last meeting”.

- iii. **Carry on** (intransitive) : means to continue usually work or duty.

“I cannot **carry on** alone any longer, I will have to get help”.

- iv. **Fall on** (transitive) : means to attack violently. The victim has normally no chance to defend himself as the attackers are too strong ; it is also sometimes used of hungry men who attack their food when they get it.

“The mob **fell on** the killers and clubbed them to death”.

“The starving men **fell on** the food. (devoured it)”.

- v. **Get on** (intransitive) : means to make progress to be successful.

“How is he **getting on** at school ? - He is **getting on** well with his English”

- vi. **Get on with** (transitive) : means to live, work, etc., amicably with someone.

“He is a pleasant friendly man who **gets on well with** nearly everybody”.

- vii. **Go on** (intransitive) : means to continue a journey.

“**Go on** till you come to the crossroads”.

- viii. **Go on** (intransitive), **go on with** (transitive), **go on** plus gerund : means to continue any action.

“Please **go on** playing ; I like it”.

“**Go on with** the treatment. It is doing you good”.

- ix. **Hang on to** (transitive) : means to retain, keep in one’s possession -colloquial-.

“I’d **hang on to** that old coat if I were you. It might be useful”.

- x. **Hold on** (intransitive) : means to persist in spite of, endure hardship or danger.

“The strikers **held on** for six weeks before agreeing to arbitration”

- xi. **Keep on** : means to continue.

“I wanted to explain but he **kept on** talking and didn’t give a chance to say anything.

- xii. **Live on** (transitive) : means to use as staple food.

“It is said that for a certain period of his life Byron **lived on** vinegar and potatoes in order to keep thin”.

- xiii. **Look on** (transitive) : means to be facing -used of windows and houses-.

“His house **looks on** the sea . (from his house you can see the sea)”.

- xiv. **Move on** (intransitive) : means to advance, go higher.

“Normally in schools pupils **move on** every year”

xv. **Put on** (transitive) : means to dress oneself.

“He **put on** a black coat so that he would be inconspicuous”.

xvi. **Put on** : means to assume an expression.

“He **put on** an air of indifference, which didn’t deceive anybody for a moment”.

xvii. **Put on** : means to produce or perform a play.

“The students usually **put on** a play at the end of the year”.

xviii. **Put on** : means to switch on a light, a gas or electric fire, or a radio.

“**Put on** the light, please”.

xix. **Send on** (transitive) : means to forward, send after a person.

“If any letters come for you after you have gone I will **send them on**”.

xx. **Take on** (transitive) : means to undertake work.

“She wants someone to look after her children. I should not care to **take on** the job”.

xxi. **Take on** : means to engage staff.

“They are **taking on** 50 new workers at the factory”

xxii. **Take on** : means to accept as an opponent.

“I will **take you on** at tennis. (I’ll play against you)”.

xxiii. **Try on** (transitive) : means to put on an article of clothing to see if it fits.

“I like this dress. Could I **try it on** ? (customer in dress shop)”.

xxiv. **Turn on** (transitive) : means to attack suddenly -the attacker is normally a friend or hitherto friendly animal-. And also means to switch on lights, gas, fires, radios, taps, etc.

“The tigress **turned on** the trainer and struck him to the ground”.

“Could you please **turn on** the radio for listening to the news ?”.

xxv. **Wait on** (transitive) : means to attend, serve at home or in a restaurant.

“The man who was **waiting on** us seemed very inexperienced because he got all our orders mixed up”.

Note : See Visual Exercise 12 on next page.

Instructions : Fill in the blanks with the correct phrasal verb according to the picture.

Choose the phrasal verb form the box at the bottom of the page.

*** All the examples given in this unit were taken from the following book.

THOMSON A., and MARTINET A. A practical English grammar. Oxford : Oxford University Press, 1993, pages 322-348.

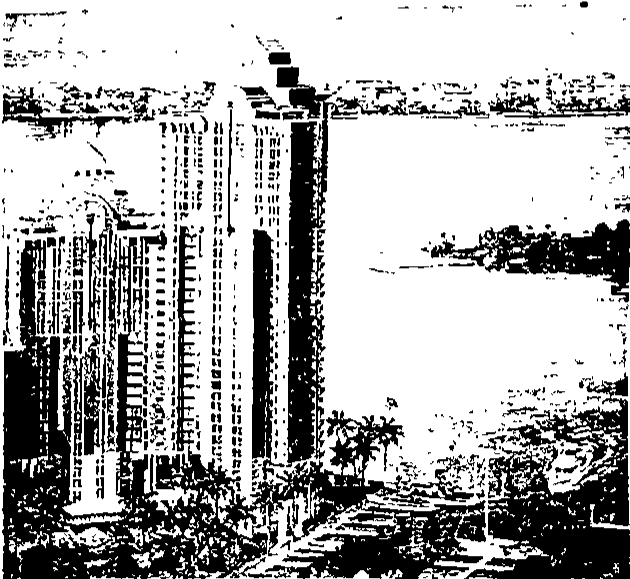
VISUAL EXERCISE 12



Mrs Houghton _____ several dresses but, in the end, she bought the yellow one at a high price.



Jack doesn't _____ well _____ the girl in blue, but with the one in white.



All the buildings _____ the sea.



They are _____ a new play this season.

putting on

get on - with

tried on

look on

9. PREPOSITIONS IN, AT, ON AFTER SPECIFIC VERBS AND NOUNS

Certain verbs and nouns can be followed by a preposition. Usually particular verbs and nouns require particular prepositions. Some of these are given below.

9.1 PREPOSITION IN

- i. **Abate in** (intransitive) : means to become less in amount, force, etc.

“When fighting, you must avoid **abating in** fury”.

- ii. **Abide in** (intransitive) : means to stay, reside.

“My grandmother **abode in** Connecticut for about 40 years”.

- iii. **Absorb in** (transitive) : means to take up the full attention or energy of.

“The philosopher is **absorbed in** thought”.

- iv. **Address in** (transitive) : means to apply oneself or direct one’s energies.

“President Clinton **addressed in** dealing with his opponents”.

- v. **Amateur in** (noun) : means or refer to a person who does something without professional skill.

“Robinson is just an **amateur in art**”.

- vi. **Answer in** (noun) : refers to something said or written in return to a question, argument, letter, etc.

“They gave an **answer in** writing”.

- vii. **Anxiety in** (noun) : refers of a state of being uneasy, apprehensive, or worried about what may happen.

“She was feeling a terrible **anxiety in** regard to the future”.

- viii. **Appear in** (intransitive) : means to come into sight, to become understood or apparent, to seem , to present oneself formally, to come before the public, etc.

“Their relationship **appeared in** evidence when he talked to Ann”.

“The book is still **appearing in** print”.

“All the actors **appeared in** appropriate dresses”.

“Lionel **appeared in** behalf of Joan in court”.

Note : They also use **appear on** (intransitive) to express the same idea.

“Lionel **appeared on** behalf of Joan in court”.

- ix. **Arrest in** (transitive) : means to seize or take into custody by authority of the law.

“The killer was **arrested in** execution last month”.

- x. **Become in** (intransitive) : means to come to be, to change or develop into by a process.

“George’s mother was afraid such trauma was **becoming in** him, after she dissolved her marriage with his father.

- xi. **Break something in** (transitive) : means to cause to come apart by force ; split or crack sharply ; smash.

“Sussy **broke** the mirror **in** pieces”.

- xii. **Burn in** (transitive) : means to subject to combustion, as in order to produce heat, light, or power.

“The building was **burned in** the fire”

- xiii. **Catch in** (transitive) : means to discover by taking unawareness ; surprise in some act.

“The thief was **caught in** the act”.

- xiv. **Change something in** (transitive) : means to cause to become different ; alter ; transform ; convert

“The factory **changed** the wines **in** quality”.

Note : They also use **change something into** to express the same idea.

“The factory **changed** the wines **into** quality”.

- xv. **Confirm somebody in** (transitive) : means to make firm ; strengthen ; establish ; encourage.

“The bishop **confirmed** his parishioners **in** their religious beliefs”.

- xvi. **Defense in** (noun) : refers to the act or power of defending, or guarding against attack, harm or danger.

“The prisoner was given **defense in** law”.

xvii. **Dexterity in** (noun) : refers to the skill in using one's mind, cleverness.

“That officer is known by his **dexterity in** manipulating men”

xviii. **Die in** (intransitive) : means to suffer the agony of death or an agony regarded as like it.

“After two years of suffering from epilepsy, Michael **died in** agony”.

xix. **Employ in** (transitive) : means to engage the services or labor of for pay ; hire.

“Anthony was **employed in** serving food in a restaurant”.

xx. **Encourage someone in** (transitive) : means to give courage, hope, or confidence to ; embolden, hearten.

“Donna's teacher **encouraged her in** that course of action”.

xxi. **Faint in** (intransitive) : means to weaken, languish.

“Stevenson will **faint his** painting in color”.

xxii. **Have faith in** (transitive) : means to hold beliefs in the mind.

“Latin Americans **have faith in** Jesuschrist”.

xxiii. **Help in** (transitive) : means to aid ; assist, ease or share the labor of.

“Jonathan **helped in** his father's enterprise last holidays”.

xxiv. **Hinder somebody in** (transitive) : means to stop ; impede ; frustrate ; prevent.

“His lack of education is **hindering him in** his economic progress”.

xxv. **Interpose in** : means to intervene or mediate ; to interrupt .

“Everytime I talk about serving the army, my mother **interposes in** the matter”.

xxvi. **Keep in** (transitive) : means to maintain in good order or condition ; to have or hold and not let go ; control.

“**Keep in** mind that I have been there for two years”

“The firemen have **kept the fire in** hand”

xxvii. **Patience in** (noun) : refers to the will or ability to wait or endure without complaint.

“Celine lacks **patience in** her sufferings”

xxviii. **Plead in** (intransitive) : means to present a case in a law court ; argue the case of either party.

“The accused man **pleaded not guilty in** court”.

xxix. **Prejudice in** (noun) : refers to a preconceived idea, favorable or more usually, unfavorable against other races, creeds, regions, occupations, etc.

“Catholic people have a **prejudice in** favor of the Pope”.

xxx. **Progress in** (noun) : refers to an advance toward perfection or to a higher or better state.

“Mother Theresa has shown great **progress in** virtue through the years”

xxxi. **Repentance in** (noun) : refers to a feeling of sorrow for wrongdoing ; contrition ; remorse, compunction.

“Molly has been feeling **repentance in** heart after abandoning her husband”.

xxxii. **Securities in** (noun) : refers to stocks and bonds.

“Edward has **securities in** the sum of \$35.000.000”.

xxxiii. **Shelter in** (noun) : refers to the state of being covered or protected ; refuge ; protection .

“Lady Di found **shelter in** the Windsor Palace after being pursued by some photographers”.

xxxiv. **Speak in** (intransitive) : means to express or communicate opinions, feelings, ideas by or as by talking.

“The Prime Minister has **spoken in** parliamentary language”.

Note : See Visual Exercise 13 on next page .

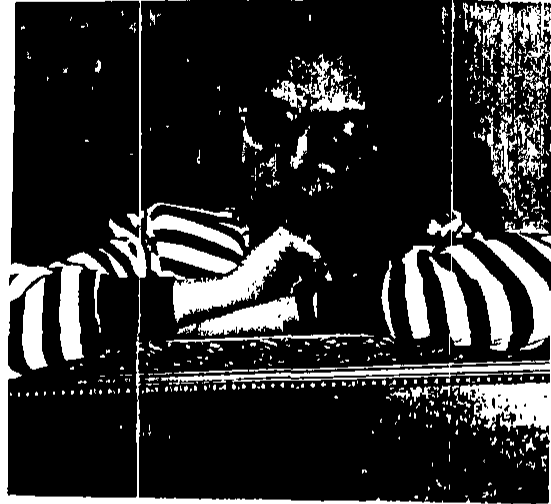
Instructions : Fill in the blanks with the correct preposition, verb or noun according to the picture. Choose the right preposition, verb, or noun from the box at the bottom of the page.

VISUAL EXERCISE 13



They are
guests at Hilton Hotel.

registering



Linda is an
Art



Ben is known by his _____
_____ painting



Tom is _____
the rain.

Amateur in

dexterity in

walking in

employed in

9.2 PREPOSITION AT

- i. **Amazement at** (noun) : refers to an amazed condition ; great wonder ; astonishment.

“I was filled with **amazement at** such reckless daring”.

- ii. **Arraign at** (transitive) : means to bring before a law court to hear and answer charges ; accuse.

“The lawyer **arraigned** the criminal **at** the bar”.

- iii. **Catch at a straw** (intransitive) : means to try any measure, however unlikely, that offers even the last hope.

“He will always **catch at a straw** before giving up”.

- iv. **Dexterity at** (noun) : refers to the skill in using one’s hand or body.

“Patrick is known by his **dexterity at** cards”.

- v. **Die at sea** (intransitive) : means to pass away while sailing.

“The captain **died at sea** in 1978”.

- vi. **Employ at** (transitive) : means to provide work and paid for.

“All the workers were **employed at** a high salary”.

- vii. **Encourage at** (transitive) : means to give support to ; be favorable to ; foster ; help.

“The soldiers were **encouraged at** favorable indications”.

viii. **Inquire at** (intransitive) : means to seek information ; ask a question or questions.

“Four policemen **inquired at** Mr. Johnson’s house for his daughter”.

ix. **Plead at** (transitive) : means to offer as an excuse or defense in a law court.

“The accused **pleaded** for mercy **at** the bar”.

“The accused **pleaded** for ignorance **at** the bar”.

x. **Purchase at** (transitive) : means to obtain for money or by paying a price.

“Jack **purchased** 50 T-shirts **at** a low price”.

xi. **Rise at the summons** (intransitive) : means to attend an official order to appear in court.

“The rapist **rose at the summons** very slowly”.

xii. **Sneer at** (intransitive) : means to smile derisively ; show scorn or contempt in speech or writing.

“Only a vicious mind is capable of **sneering at** virtue”

Note : See Visual Exercise 14 on next page.

Instructions : Fill in the blanks with the correct preposition, verb or noun according to the picture. Choose the right preposition, verb or noun from the box at the bottom of the page.

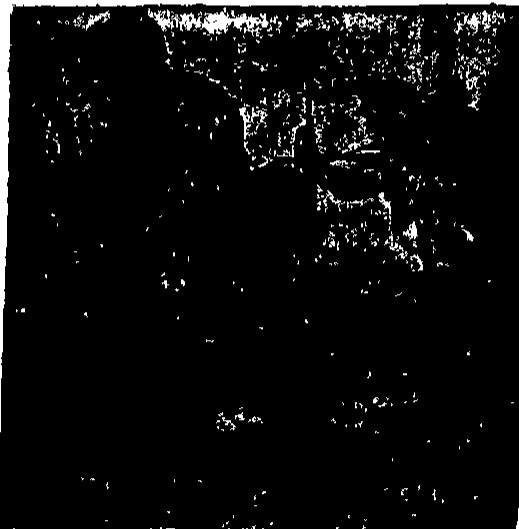
VISUAL EXERCISE 14



This model was _____
a high salary by Christian Dior.



The kid was filled with _____
_____ such stories told by his grandfather.



Those soldiers were not _____
unfavorable indications.



Schubert was famous by
his _____ music.

amazement at

encouraged at

dexterity at

employed at

9.3 PREPOSITION ON

- i. **Agree on** (Intransitive) : means to consent or accede ; to be of the same opinion.

“That community has **agreed on** a statement of principles”.

- ii. **Arraign on** (transitive) : means too bring before a law court to hear and answer charges.

“The killer was **arraigned on** an indictment”.

- iii. **Arrest on** (transitive) : means to seize or take into custody by authority of the law.

“Mrs Howard was **arrested on** suspicion yesterday night”.

- iv. **Attack on** (noun) : refers to any hostile offensive action with armed forces ; onslaught.

“The enemy made an **attack on** our works”.

- v. **Avenge on** (transitive-intransitive) : means to get revenge for an injury, wrong, etc.

“The victim **avenged on** her rapist”.

- vi. **Benevolence on** (noun) : refers to a kindly, charitable act or gift ; beneficence.

“There is a great **benevolence on** the part of the poor”.

- vii. **Calculate on** (intransitive) : means to rely on or depend on.

“Linda didn’t reach her goals because she **calculated on** an uncertain result”.

viii. **Commit on** (transitive) : means to put officially in custody or confinement.

“The salesman was **committed on** suspicion last week”.

ix. **Deliberate on** (intransitive) : means to think or consider reasons for and against a thing in order to make one’s mind.

“A jury **deliberates on** the case”.

x. **Employ on** (transitive) : Means to engage the services or labor of for pay.

“Bert will be **employed on** teaching literature”.

xi. **Have mercy on** (intransitive) : means to forgive or be kind.

“The robbers didn’t **have mercy on** the old women”.

xii. **Neglect on** (noun) : refers to the lack of sufficient care ; negligence ; disregard.

“There was **neglect on** the part of the student”.

xiii. **Speak on** (intransitive) : means to talk about a branch of knowledge.

“The medical doctor is **speaking on** the subject of children’s diseases”.

xiv. **Support on** (transitive) : means to keep up ; maintain ; sustain.

“The roof is **supported on** pillars”.

xv. **Support on** (transitive) : means to provide for a person or institution with money, or subsistence.

“Mr. Strauss was **supported on** pittance of the priest.”

Suspend on (transitive) : means to bar or exclude as a penalty from an office, school, position, usually for a specified time.

“The students will be **suspended on** certain conditions”.

Note : See Visual exercise 15 on next page.

Instructions : Fill in the blanks with the correct preposition, verb or noun according to the picture. Choose the right preposition, verb or noun from the box at the bottom of the page.

*** All the examples given in this unit were taken from the following book.

JAMES FERNALD. Funk & Wandals Standard Handbook of synonyms, antonyms and prepositions. New York : Funk & Wandals, pages 1968.

VISUAL EXERCISE 15



They are _____ the rapist case.



The stewardess has been _____
_____ assisting foreign passengers.



Mitterrand _____ the subject of the
human rights when he was elected President.



The boy was _____ suspicion
last week

arrested on

employed on

spoke on

deliberating on

10. PREPOSITIONS USED WITH ADJECTIVES AND PARTICIPLES

Certain adjectives and past participles used as adjectives can be followed by a preposition plus a noun or a gerund. Usually particular adjectives and participles require particular prepositions. Some of these are given below.

10.1 PREPOSITION IN

- i. **Absorbed in** (past participle) : means to be greatly interested ; wholly occupied.

“Karl was **absorbed in** his book”.

- ii. **Active in** (adjective) : means to be lively ; busy ; agile ; quick.

“Lewis is always **active in** work”.

- iii. **Awkward in** (adjective) : not having the grace or skill ; clumsy as in form or movement ; bungling.

“The raw recruits were **awkward in** action”.

- iv. **Beautiful in** (adjective) : having beauty : very pleasing to the eye, ear, mind, etc.

“The nun was not **beautiful in** appearance but in spirit”.

v. **Candid in** (adjective) : very honest or frank in what one says or writes.

“The politician will be **candid in** debate”.

vi. **Clear in** (adjective) : free from confusion ; not obscure ; easily understood ; free from ambiguity.

“The lawyer was **clear in** argument”.

vii. **Eager in** (adjective) : feeling or showing keen desire ; impatient or anxious to do or get ; ardent.

“Those three policewomen were **eager in** pursuit”.

viii. **Faithful in** (adjective) : marked by or showing a strong sense of duty or responsibility ; conscientious.

“Her bodyguard is **faithful in** service”.

ix. **Plentiful in** (adjective) : sufficient or more than enough ; abundant.

“Colombia is **plentiful in** power resources”.

x. **Secure in** (adjective) : free from danger ; not worried.

“The queen was **secure in** the castle”.

xi. **Skillful in** (adjective) : having or showing skill ; expert ; accomplished.

“Caroline is **skillful in** teaching German”.

xii. **Interested in** (past participle) : having an interest or share ; concerned.

“Bob is **interested in** learning how to drive a car”.

- xiii. **Involved in** (past participle) : implicated, affected, committed ; being much occupied with.

“He was so **involved in** his work that he refuse to go home”.

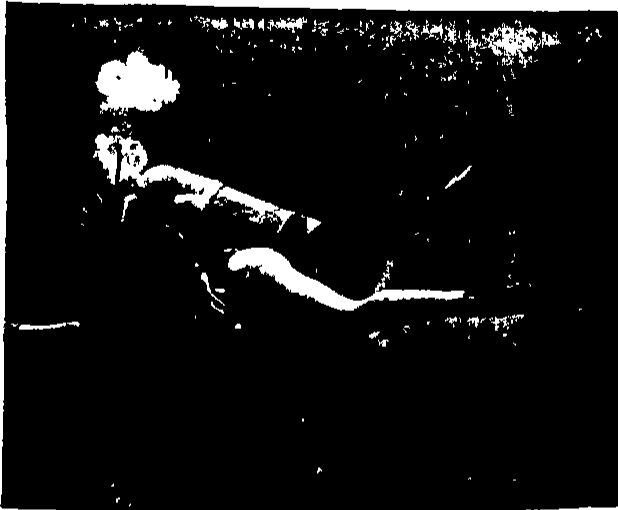
- xiv. **Successful in** (adjective) : having achieved success ; having gained fame, wealth, etc.

“Mr. Sullivan is **successful in** business”.

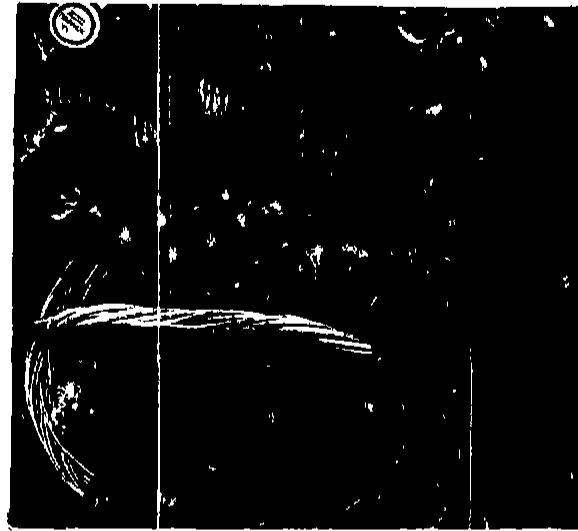
Note : See Visual Exercise 16 on next page.

Instructions : Fill in the blanks with the correct preposition, adjective or past participle according to the picture. Choose the right preposition, adjective, or past participle from the box at the bottom of the page.

VISUAL EXERCISE 16



She is _____ diving.



The basket is _____
fruits



Bonnie is _____ appearance.



Mr. Peterson is _____
_____ business

successful in

beautiful in

plentiful in

skillful in

10.2 PREPOSITION AT

- ii. **Awkward at** (adjective) : not having grace or skill.

“The new salesgirl is **awkward at** the business”.

- ii. **Skillful at** (adjective) : having or showing skill.

“Leonard is **skillful at** translating from German to Italian”.

- iii. **Good at** (adjective) : able ; skilled ;expert.

“Herman is **good at** chess”.

- iv. **Bad at** (adjective) : showing a lack of talent, aptitude, skill.

“My little brother is **bad at** Mathematics”.

- v. **Frightened at** (past participle) : filled with fright ; terrified.

“Luke was **frightened at** the sight of the shark”.

Note : See Visual Exercise 17 on next page.

Instructions : Fill in the blanks with the correct preposition, adjective or past participle according to the picture. Choose the right preposition, adjective or past participle from the box at the bottom of the page.

VISUAL EXERCISE 17



He is _____ the
art of cycling.



Mr Spencer is _____ golf.



Ingrid is _____ Chemistry.



The journalists were _____
_____ the sight of the terrorist
transgression.

bad at

good at

awkward at

frightened at

10.3 PREPOSITION ON

- i. **Keen on** (adjective) : eager ; enthusiastic, much interested.

“Mr. Martinet is very **keen on** golf”.

Note : See Visual Exercise 18 on next page.

Instructions : Fill in the blanks with the correct preposition, adjective or past participle according to the picture. Choose the right preposition, adjective or past participle from the box at the bottom of the page.

*** All the examples given in this unit were taken from the following books.

JAMES FERNALD. Funk & Wadsworth Standard Handbook of synonyms, antonyms and prepositions : New York : Funk & Wadsworth, 1968, pages 150-157.

THOMSON A., and MARTINET A. A practical English grammar. Oxford : Oxford University Press, 1993, pages 322-348.

VISUAL EXERCISE 18



Betty and Bill are _____ dancing.



They are very _____ roller skating.

keen on

keen at

keen on

11. CHECK-UP BILINGUAL EXERCISES

A. PREPOSITIONS OF PLACE AND DIRECTION (POSITION)

Fill in the blanks with the correct preposition (In, At, On).

George and Margaret Glenn and their children live (1) _____ Davis Street, across the street from a small park. They live (2) _____ Davis Street. Their house is (3) _____ a convenient location, just off the main road. George usually goes to work (4) _____ the bus, but sometimes he goes (5) _____ his car.

The Glenn's house is almost hidden among the trees. It is a two-story house, with the living room, dining room and kitchen (6) _____ the first floor, and the bedrooms and bathrooms (7) _____ the second floor.

The Glenns spend a lot of time (8) _____ home. Right now they are (9) _____ dinner. Conversation (10) _____ the Glenn's house is usually lively (11) _____ mealtime. The children are discussing trips they would like to take. Susan, who has never been (12) _____ a plane, says, "I'd like to take a plane to California". Henry, who is older, thinks it would be fun to be (13) _____ a ship, heading for adventure (14) _____ Africa. Teddy is trying to give his opinion when their mother says, "Children, you've spent too much time (15) _____ the table. Henry and Susan, go and do your homework. Teddy, it's time you were (16) _____ bed.

Soon there is silence throughout the house. Teddy is (17) _____ bed, Susan and Henry are (18) _____ their rooms studying, and Mr and Mrs Glenn are (19) _____ their living room, where George is sitting (20) _____ his favorite chair reading the paper and Margaret is sitting (21) _____ the sofa, doing some sewing.

Note : This exercise was taken from the following book. :

The key to English : Prepositions 1. New York : The Mac Millan Company, 1964,
page 12.

B. TRANSLATION

Escriba las siguientes frases en inglés.

1. Los Brown están en casa ahora.

2. Jim está en el colegio hoy.

3. Los Harmon viven en la Calle Nelson 135.

4. Ellos han vivido siempre en Tampa.

5. Los niños estuvieron jugando en casa.

6. Vi a Tom en un carro nuevo.

7. Jack estaba sentado en el sofá.

8. Mary estaba sentada en el piso.

9. Los libros estaban en la mesa.

10. No camine en la calle. Camine en la acera.

11. ¿Cuánto tiempo estuviste en el avión ?

12. Me gusta viajar en tren.

13. Coloca el jabón en el gabinete.

14. Hay una grieta en la pared.

15. Ellos están en la iglesia ahora mismo.

16. La señora Brown está trabajando en la cocina.

17. Nuestro salón de clase está en el segundo piso.

C. PREPOSITIONS OF TIME AND DATE.

Fill in the blanks with the correct prepositions (In, At, On).

- i. (1) ____ 4 :30 (2) ____ the morning (3) ____ April 12, 1861, the only civil war in the history of the United States began. After the first shot had been fired, there was no turning back. (4) ____ the beginning, the south won most of the battles, but by the summer of 1863, the tide had turned in favor of the Union forces. (5) ____ April 9, 1865, General Lee, commander of the Southern Army, surrendered to General Grant.
- ii. (1) ____ the past the railroad provided the fastest and most efficient kind of transportation available, (2) ____ the present time, trains are still important, but they have serious competitors in the automobiles. (3) ____ present, people have their choice of several kinds of public vehicles which almost always leave and arrive (4) ____ time ; and which provide save transportation. What will happen (5) ____ the future ? Will it be possible to leave New York when one gets up and arrive in Paris (6) ____ time for breakfast ?

iii. In the United States, the fall holiday season begins (1) ____ Thanksgiving Day, the fourth Thursday (2) ____ November. Originally a day of thanks for good harvests, it is celebrated with a big dinner, turkey being the traditional main course. Christmas comes (3) ____ December 25, about a month after Thanksgiving Day. (4) ____ Christmastime, people give each other gifts and send Christmas cards. Children especially look forward to this season. New Year's Eve, December 31, comes a week after Christmas. (5) ____ New Year's Eve, people have gay parties to celebrate the end of the old year and the beginning of the new. Eastern comes (6) ____ March or April. (7) ____ Eastern, children dye eggs bright colors : They receive gifts of baskets containing toy rabbits and candy eggs. (8) ____ Eastern Sunday many people go to church. (9) ____ July fourth comes American Independence Day. Labor Day comes (10) ____ the end of summer, (11) ____ the first Monday (12) ____ September. (13) ____ Labor Day people have their last summer holiday before settling down for the fall and winter.

Note : These exercise were taken from the following book :

The key to English : prepositions 1. New York : The Mac Millan company, 1964, page 17.

iv. Escriba las siguientes frases en inglés :

1. Ella está preparando una torta en el momento.

2. Susana estará lista en un momento.

3. El profesor llegará a tiempo.

4. La reunión comenzará a la 1 :30 p.m.

5. Bob mira televisión en la noche.

6. Ellos se casaron en mayo.

7. Sharon vino a Nueva York el martes.

8. David nació El 5 de octubre de 1995.

9. El bus llegó a Boston al medio día.

10. Ellos fueron al centro de la ciudad al mismo tiempo.

11. Me encanta viajar en la noche.

12. Los norteamericanos celebran su independencia el 4 de julio.

13. Estados Unidos tenía cuarenta y ocho estados en el pasado.

14. John estaba en casa en la Navidad.

15. Al comienzo vivíamos en un apartamento pequeño. Luego compramos una casa de tres pisos.

D. PREPOSITIONS OF TRAVEL AND MOVEMENT (ARRIVAL, HOME, TRANSPORT)

Fill in the blanks with the right preposition (In, At, On)

4. He went ____ the house.

5. Jim dived ____ the swimming pool.

6. Enter ____ the north gate.

7. Aim ____ the center of the target.

8. The dog jumped ____ the man's throat.
6. The boy threw a rock ____ the bird.
7. Thomas arrived ____ France last week.
8. The victim was taken to the hospital ____ an ambulance
9. The nuns ____ the train began to pray.
10. The bus arrived ____ the bridge at 6 :00 a.m.
11. The students are ____ lunch now.
12. Laura spent two days ____ a ship with Dick.
13. Vincent went to the mall ____ foot.
14. We will ride ____ horseback tomorrow morning.
15. The passengers went ____ board the plane at 5 :00 p.m.
16. Sebastian didn't get ____ the school bus early this morning
17. Tina went to the gym ____ a bicycle.
18. Timothy is ____ work from 9 :00 to 5 :00.

Note : These sentences were taken from the following book :

The key to English : prepositions 1. New York : The Mac Millan Company, 1964, page 23.

E. PHRASAL VERBS

Fill in the blanks with the correct prepositions (In, At, On)

1. When she got there, he asked ____ at once
2. Could you please call ____ a plumber.
3. Elizabeth dropped ____ when I was in bed.
4. My little sister turned ____ at 11 :00 p.m.
5. Look ____ your father when he is speaking to you.
6. The manager called ____ the messenger to mail some letters as fast as possible.
7. Don't quit working, carry ____ till the end.
8. The new student is getting ____ well with the others.

9. Remember to go ____ with your homework before turning ____.
10. Keep ____ dancing while you listen to the music.
11. Melissa will put ____ her new dress to go out with Jim.
12. The children will put ____ a play at the end of the term.
13. Would you mind putting ____ the radio in order to listen to some music.
14. They will take ____ 20 new employees at the store.
15. I'd like to try that blue jacket ____.

Note : These sentences were taken from the following book.

The key to English : preposition 1. New York : The Mac Millan Company, 1964,
page 52.

F. PREPOSITION IN, AT, ON AFTER SPECIFIC VERBS AND NOUNS

Complete the following sentences using In, At, On :

1. Michael was absorbed ____ his book.
2. Theresa is an amateur ____ sculpture.
3. His novel will appear ____ print next month.
4. Our baby had already broken the porcelain when I entered the living room. It was broken ____ tiny pieces.
5. The stereo set wasn't burned ____ the fire.
6. Tommy changed his writing ____ quality
7. The suspicious man will be given defense ____ law.
8. Paul is well known by his dexterity ____ speaking German.
9. Ruth has been employed ____ designing elegant suites.
10. Atheists don't have faith ____ the Lord.
11. Keep ____ mind that Axl hates pop music.
12. The new seminarian has shown great progress ____ virtue this year.

13. The kid will find shelter ____ his mother's arms.
14. Manuelle speaks ____ Russian perfectly.
15. She was filled with amazement ____ her boyfriend's answer about getting married.
16. Louise will be famous by her dexterity ____ golf.
17. The new teachers will be employed ____ an excellent salary.
18. The detective inquired ____ Mr Peterson's flat for his wife.
19. Mrs Tracy purchased 60 skirts ____ incredible price.
20. The executive board agreed ____ a raise of salaries.
21. The hostile troops made an attack ____ our headquarters.
22. Ferdinand has already avenged ____ his enemies.
23. The king shows magnificent benevolence ____ his subjects.
24. The jury will deliberate ____ Mr Watson's case.
25. The murderer didn't have mercy ____ her victim.
26. The principal found neglect ____ the part of the personnel manager.
27. The teacher will speak ____ the subject of Ancient Philosophy.

Note : These sentences were taken from the following book :

The key to English : prepositions 1. New York : The Mac Millan Company, 1964,
page 43.

G. PREPOSITIONS USED WITH ADJECTIVES AND PARTICIPLES

Escriba las siguientes frases en Inglés, utilizando las preposiciones In, At, On.

1. Alison no es activa en clase.

2. Los policías nuevos son torpes en acción.

3. Mi suegra no es bella en apariencia ni en espíritu.

4. El presidente Samper fue franco en el debate.

5. La finca de Nancy es rica en verduras y frutas.

6. Luke se sentía seguro en su casa cada vez que se deprimía.

7. La señora Stuart es hábil enseñando francés.

8. Curtis está interesado en viajar a suiza.

9. El señor Steinbeck es torpe en el negocio de chaquetas de cuero.

10. Dereck es buena en química y biología.

11. El señor Heinemann ha sido claro en la discusión.

H. MISCELLANEOUS PREPOSITIONS

Fill in the blanks with the right prepositions using In, At, On.

- i. Where the river Buffalo flows into the warm Indian Ocean, (1) _____ the south-east coast of South Africa lies the city of East London, with its wonderful climate and evergreen trees. It is the home, too, of the Daily Dispatch, the respected newspaper which (2) _____ November 1975 began a new battle with the South African Government.

Donald Woods, editor of the Daily Dispatch, sat (3) _____ his desk looking (4) _____ the stories for the front page of tomorrow's newspaper. There was a story (5) _____ the government's refusal of a new appeal for the release of Mandela. There was also a story (6) _____ the pardon for Richard Nixon by president Ford, which Woods had intended to use as the main story. But news had just come (7) _____ of a police raid (8) _____ the black township called Crossroads, (9) _____ Cape Town, more a thousand kilometers away (10) _____ the south-west tip of South Africa. Woods moves the stories around (11) _____

his desk. He would make the Crossroads story the main story and move news of a Japanese factory, (12) _____ Durban to the back page.

Note : This text was taken from the following book :

Briley, John. Cry Freedom. Oxford : Oxford University Press, 1981, page 1.

- ii. Up to 75% of rainfall (1) _____ the Amazon rainforest is recycled from tree to tree. Water circulates up from the roots, into the atmosphere through leaves, and back down to another tree's roots as rain. (2) _____ this ways, one area of forest passes (3) _____ moisture to the next as though it were part of a huge conveyor belt. By the time air masses reach the Andes (4) _____ the west, they still contain as much water as when they first crossed the Atlantic coast over fifteen hundred miles away : Thousands of trees are removed from this natural irrigation system every minute. Yet even small changes (5) _____ the timing of severity of rainfall can have a disproportionate impact (6) _____ the environment. Trees fail to bear the fruit, animals starve, and the people who live (7) _____ the rainforests go hungry.

A study (8) _____ the Cote d'Ivoire showed that the soil loss (9) _____ a hectare of forested slope was 30kg a year. (10) _____ a similar deforested slope, the loss was 148 tons. And no sponge-like blanket of fallen leaves to release water (11) _____ dry spells, or tree roots to help absorb sudden deluges, the effects of the weather become more extreme. (12) _____ December 1988, four hundred and fifty people died during floods (13) _____ Thailand. There would have been no floods had the local rainforest remained intact.

(14) _____ Governmental level, WWF negotiates for changing the way we exploit the rainforests. (15) _____ the ground, WWF funds the training of rubber tappers (16) _____ the north-eastern Brazilian Amazon so that their rubber extraction does no harm to the rainforest. (17) _____ Panama, we fund the work of the Kuna Yala Indians who manage their rainforest territory as a nature reserve. These are just some of over 1000 WWF tropical forest projects (18) _____ 45 countries. It is not enough. A lot more needs to be done. If you can help us with a donation of a legacy, please do.

Note : This text was taken from the following magazine :

Time magazine, Vol. 169, No 46, November 1992, page 5

xiv. Hardly a newspaper reader anywhere can be unaware that foreigners are buying up America : Every business worth its ink has had a crack (1) ____ the story of burgeoning direct investment from abroad, and the commentaries suggests that the U.S. is suffering its first invasion since British troops burned down the White House (2) ____ the War of 1812.

(3) ____ this climate, it comes as a surprise to discover that the American beachhead (4) ____ Europe continues to expand. (5) ____ the end of 1987, the latest date for which solid figures are available, the book value of the U.S. stake (6) ____ Europe was just under \$150 Billion. That's more than U.S. direct foreign investment worldwide (7) ____ 1977 and more than eight times the U.S. holdings (8) ____ Europe (9) ____ 1967. Moreover, it is fast increasing (10) ____ 1986-87 alone, virtually the same growth rate as that of European direct investment (11) ____ the U.S.

(12) ____ short, the U.S. business presence (13) ____ Europe is well established, large and growing. Some companies have been disappointed and some have even gone home, but most have stayed and flourished. It was never a plausible assumption that they would colonize the Old World, but they are capable of challenging the Europeans (14) ____ their ground.

Note : This text was taken from the following magazine.

Time magazine, Vol. 133, No 17, November 1989,. Page 32.

iv. (1) ____ Japan's Lake Nojiri resort, some golfers complain that they must battle for space (2) ____ their own course. Their opponents : cellular-phone junkies who plant themselves (3) ____ tees and hills to improve their reception. (4) ____ Hong Kong. Third only to Norway and Sweden as a worldwide capital of mobile phones, the exclusive Royal Hong Kong Golf Club bans the devices (5) ____ its links end expels two-times offenders. A French restaurant (6) ____ the colony politely instructs diners to place their portables phones (7) ____ a champagne bucket before eating.

Cellular phones, which operates (8) ____ radio frequencies, were not introduced commercially until the early 1980s. Today many people consider them indispensable. Businessmen (9) ____ Bangkok call from the car to stay productive (10) ____ the city's constant traffic jams. (11) ____ Oxford Cosmetics saleswoman Luisa Marongiu bought one partly to stay healthy. "I don't know how many times I've waited (12)

_____ a queue outside a phone box (13) _____ the cold and the rain”, she says. “Never again”.

Note : This text was taken from the following magazine :

Newsweek magazine. No. 49, December 1990, page 44.

- v. Potterby sat hunched (1) _____ the wheel of his car, concentrating (2) _____ the road ahead. It was getting dark. Outside the rain sheeted down, beating (3) _____ the roof of the car and slapping against the windows (4) _____ bursts of fury. Even with the headlights (5) _____, it was hard to see, so that he seemed to be driving (6) _____ a tunnel of blurred light, walled (7) _____ by dark shadows.

Well, it wouldn't be long now. Another half-hour and he'd be (8) _____ Hiltbridge, snug and dry (9) _____ the Royal Arms. He turned up the car radio. He had it (10) _____ all the time. It was company, driving from one town to another with his samples as he did most days and sleeping (11) _____ a strange bed five nights out seven, like most of the other commercial travelers, only they called them 'representatives' now, it sounded better. He'd never had much education or been anywhere much except (12) _____ the course of business but he spent long hours driving. When he met his friends (13) _____ the cheap hotel (14) _____ the evenings, they exchanged stories of their adventures (15) _____ the road. (16) _____ all of these stories they figured as a man of action and resource. It didn't matter if they strayed a little from the truth, it passed the time. Pottery's stories were reckoned among the best.

Note : This text was taken from the following book.

Archer Margaret. Practice Tests for First Certificate English. Book 3. Page 30.

I. LOCATING OBJECTS IN THE SPACE

See Visual Exercise 19 on next page.

Instructions : Fill in the blanks with the correct prepositions (In, At, On) according to the pictures.

VISUAL EXERCISE 19



1. There is a lamp _____ the corner of the living room
2. There is a window _____ the back of the living room
3. The armchair is _____ the living room and the leather sofa is _____ the studio.
4. The books are _____ the shelves.
5. The Persian carpet is _____ the studio floor.
6. The bronze statue is _____ the shelf.
7. There is a small table _____ the bottom of the living room.
8. The earth globe is _____ front of the picture.
9. Two books are _____ the round table.

12 KEY TO EXERCISES

A. PREPOSITIONS OF PLACE AND DIRECTION (POSITION)

Page 85.

1 on. 2 at. 3 in. 4 on. 5 in. 6 on. 7 on. 8 at. 9 at. 10 at. 11 at. 12 on. 13 on. 14 in.
15 at. 16 in. 17 in. 18 in. 19 in. 20 in. 21 on.

B. TRANSLATION

Page 86.

1. The Browns are at home now.
2. Jim is at school today.
3. The Harmons live at 135 Nelson Street.
4. They have always lived in Tampa.
5. The children were playing in the house.
6. I saw Tom in a new car.
7. Jack was sitting on the sofa.
8. Mary was sitting on the floor.
9. The books were on the table.
10. Don't walk in the street. Walk on the sidewalk.
11. How long were you on the plane ?
12. I like to travel on a train.
13. Put the soap in a cabinet.
14. There is a crack in the wall.
15. They are at church right now.

16. Mrs Brown is working in the kitchen.
17. Our classroom is on the second floor.

A. PREPOSITIONS OF TIME AND DATE.

Page 87.

i.- 1 At. 2 in. 3 on. 4 At. 5 On.

ii.- 1 In. 2 at. 3 At. 4 on. 5 in. 6 in.

iii.- 1 on. 2 in. 3 on. 4 At. 5 On. 6 in. 7 At. 8 On. 9 On. 10 at. 11 on. 12 in. 13 On.

iv.- Sentences on page 88:

1. She is preparing a cake at the present time.
2. Susan will be ready in a while.
3. The teacher will arrive on time.
4. The meeting will begin at 1 :30 p.m.
5. Bob watches television in the evening.
6. Dave got married in May.
7. Sharon came to New York on Tuesday
8. David was born on October 5, 199.
9. The bus arrived in Boston at noon.
10. They went downtown at the same time.
11. I like to travel at night.
12. North Americans celebrate their Independence on the Fourth of July.
13. The United States had forty-eight states in the past.
14. John was at home at Christmastime.
15. In the beginning we lived in a small apartment. Later we bought a three-story house.

D. PREPOSITIONS OF TRAVEL AND MOVEMENT (ARRIVAL, HOME, TRANSPORT)

Page 89.

1 in. 2 in. 3 at. 4 at. 5 at. 6 at. 7 in. 8 in. 9 in. 10 at. 11 at. 12 on. 13 on. 14 on. 15 on. 16 on. 17 on. 18 at.

E. PHRASAL VERBS

Page 90

1 in. 2 in. 3 in. 4 in. 5 at. 6 on. 7 on. 8 on. 9 on, in. 10 on. 11 on. 12 on. 13 on. 14 on. 15 on.

F. PREPOSITIONS IN, AT, ON AFTER SPECIFIC VERBS AND NOUNS

Page 91.

1 in. 2 in. 3 in. 4 in. 5 in. 6 in. 7 in. 8 in. 9 in. 10 in. 11 in. 12 in. 13 in. 14 in. 15 at. 16 at. 17 at. 18 at. 19 at. 20 on. 21 on. 22 on. 23 on. 24 on. 25 on. 26 on. 27 on.

G. PREPOSITIONS USED WITH ADJECTIVES AND PARTICIPLES

Page 92.

1. Alison is not active in class.
2. The new policemen are awkward in action.
3. My mother-in-law is not beautiful in appearance nor in spirit.
4. President Samper was candid in debate.
5. Nancy's farm is plentiful in vegetables and fruits.
6. Luke felt secure in his house every time he got depressed.
7. Mrs Stuart is skillful at teaching French.

Also : Mrs Stuart is skillful in teaching French.

8. Curtis is interested in traveling to Switzerland.
9. Mrs Steinbeck is awkward at the business of leather jackets.
10. Derek is good at Chemistry and Biology.
11. Mr Heinemann has been clear in argument.

A. MISCELLANEOUS PREPOSITIONS.

Page 93.

i.- 1 On. 2 in. 3 at. 4 at. 5 on. 6 on. 7 in. 8 on. 9 in. 10 on. 11 on. 12 in.

Page 93.

ii.- 1 in. 2 In. 3 on. 4 in. 5 in. 6 on. 7 in. 8 in. 9 on. 10 On. 11 in. 12 In. 13 in.
14 At. 15 On. 16 in. 17 In. 18 in.

Page 94.

iii.- 1 at. 2 in. 3 In. 4 in. 5 At. 6 in. 7 in. 8 in. 9 in. 10 in. 11 in. 12 In. 13 in.
14 on.

Page 95

iv.- 1 At. 2 on. 3 on. 4 in. 5 on. 6 in. 7 in. 8 in. 9 in. 10 in. 11 in. 12 in. 13 in.
14 in. 15 on. 16 In.

Page 95.

v.- 1 at. 2 on. 3 on. 4 in. 5 on. 6 in. 7 in. 8 in. 9 in. 10 on. 11 in. 12 in. 13 in.

14 in. 15 on. 16 In.

I. LOCATING OBJECTS IN THE SPACE

Page 96

1 in. 2 at. 3 in, in. 4 on. 5 on. 6 on. 7 at. 8 in. 9 on.

J. ANSWERS TO VISUAL EXERCISES

Note : All of the Visual Exercises are organized as follows :

The one at the top of the page (left) is the number 1, the other at the right is the number 2. And the one at the bottom of the page (left) is the number 3, the other at the right is the number 4.

Page 28

Visual Exercise 1 : 1 in. 2 in. 3 in. 4 in. 5 in. 6 in. 7 in. 8 in. 9. In.

Page 31

Visual Exercise 2 : 1 at. 2 at. 3 at. 4 at.

Page 33

Visual Exercise 3 : 1 on. 2 on. 3 on. 4 on.

Page 36

Visual Exercise 4 : 1 in. 2 in. 3 in. 4 in.

Page 38

Visual Exercise 5 : 1 at. 2 at. 3 at. 4 at.

Page 40

Visual Exercise 6 : 1 on. 2 on. 3 on. 4 on.

Page 42

Visual Exercise 7 : 1 in. 2 in. 3 in. 4 in.

Page 44

Visual Exercise 8 : 1 at. 2 at. 3 at. 4 at.

Page 47

Visual Exercise 9 : 1 on. 2 on. 3 on. 4 on.

Page 55

Visual Exercise 10 : 1 turned in. 2 put in. 3 ask in. 4 dropped in.

Page 57

Visual Exercise 11 : 1 looked at. 2 called at. 3 jumped at. 4 called at.

Page 62

Visual Exercise 12 : 1 tried on. 2 get on - with. 3 look on. 4 putting on.

Page 69

Visual Exercise 13 : 1 employed in. 2 amateur in. 3 dexterity in. 4 walking in.

Page 72

Visual Exercise 14 : 1 employed at. 2 amazement at. 3 encouraged at. 4 dexterity at.

Page 76

Visual Exercise 15 : 1 deliberating on. 2 employed on. 3 spoke on. 4 arrested on.

Page 80

Visual Exercise 16 : 1 skillful in. 2 plentiful in. 3 beautiful in. 4 successful in.

Page 82

Visual Exercise 17 : 1 bad at. 2 good at. 3 awkward. 4 frightened at.

Page 84

Visual Exercise 18 : 1 keen on. 2. Keen on.

Page 97

Visual Exercise 19 . 1 in. 2 at. 3 in, in. 4 on. 5 on. 6 on. 7 at. 8 in. 9 on.

CONCLUSIONS

Personally we improved our speech accuracy when speaking and writing by means of the creation and analysis of this Bilingual Manual. That's why we are sure about its usefulness for the students of Modern Languages when studying it.

Language interference causes confusion when expressing ourselves. An effective way of avoiding it is to become aware of its presence, and study each one of the cases in which it poses problems for non-native speakers of English.

Spanish speakers of English tend to use the preposition **in** for all the cases in which native speakers of English use **at** and **on**. This is due to the fact that in Spanish there is only the preposition **en** for all the cases in which English people use **in**, **at**, **on**.

We'd suggest that teachers use this Manual as follows: first, explaining each semantic category in which the prepositions **In**, **At**, **On** are used, and then having students complete the exercises proposed. Then, proofreading each other's works.

Another strategy could be to give students genuine articles and have them classify the three prepositions in the right semantic category according to the theory given in the Manual.

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APPENDIX A

ENGLISH GRAMMAR TEST

Fill in the blanks using the correct prepositions : In, At, On.

1. The books are piled ____ top of each other.
2. She waited ____ the bus stop for over 20 minutes.
3. I was ____ Mick's house.
4. She put the chair ____ the corner of the room-
5. We landed ____ a small airport.
6. Mrs Castle was waiting ____ the bottom of the stairs.
7. She kept the cards ____ little box
8. I had a hard day ____ the office.
9. Scrabster is ____ the north coast.
10. There is a telephone box ____ the corner.
11. She got a job ____ Oxford Street.
12. I will see her ____ Fred's house.
13. 1.0000 homes ____ the east of Scotland suffered power cuts.
14. I saw a taxi ____ the end of the street.
15. Mary decided to continue ____ foot.
16. They used to live ____ 15, Weston Road.
17. They walked home ____ the rain.
18. A black mark was ____ the side of the box.
19. The dog rushed ____ the stranger.
20. Mark's birthday is ____ April.

21. She began her new job ____ Monday.
22. ____ their haste, they forgot the money.
23. The house is ____ fire.
24. The family was ____ dinner.
25. They seemed ____ ease with one another.
26. The design was done ____ colored wool.
27. He was worried when they didn't appear ____ time.
28. I was frightened ____ the sight of blood.
29. This is a book ____ cars.
30. Margaret started school ____ 1973.
31. Emma was ____ tears when she saw the accident.
32. The policeman is ____ uniform.
33. We drove ____ 60 Kilometers an hour.
34. The boat is ____ the river.
35. We were fifteen people ____ all.
36. He used to be good ____ football.
37. I bought two oranges ____ 12 pounds each.
38. Shall we meet ____ Sunday ?
39. She likes to dress ____ blue.
40. He didn't break the glass ____ purpose.
41. Somebody is calling ____ the phone.
42. My mother is ____ good health.
43. He wrote an essay ____ war.
44. They will be ready ____ an hour.
45. She had to suffer insult ____ insult.

LANGUAGE INTERFERENCE

